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ED 012 544 EC 000 580

AREAS OF INSTRUCTION FOR TRAINABLE MENTALLY HANDICAPPED CHILDREN.

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PUB DATE 67

EDRS PRICE MF-$0.50 HC-$2.68 67P.

DESCRIPTORS- *TRAINABLE MENTALLY HANDICAPPED, *CURRICULUM GUIDES, SPECIAL EDUCATION, UNITS OF STUDY (SUBJECT FIELDS), CHAMPAIGN

UNIT OUTLINES FOR SIX MAJOR AREAS OF THE TRAINABLE CURRICULUM ARE PRESENTED. UNITS ON SELF-CARE, ECONOMIC USEFULNESS, LANGUAGE DEVELOPMENT, SOCIAL ADJUSTMENT, MUSIC, AND ARTS AND CRAFTS ARE DESIGNED FOR CHILDREN WHOSE CHRONOLOGICAL AGES RANGE BETWEEN 5 AND 21 YEARS AND WHOSE MENTAL AGES ARE BETWEEN ABOUT 2 1/2 TO 8 YEARS. UNIT OUTLINES, COVERING CONTENT LASTING APPROXIMATELY 4 YEARS, CONTAIN OBJECTIVES, OUTLINE OF CONTENT, SOURCES OF INFORMATION, STEPS FOR EVALUATION, AND IMPORTANCE OF THE UNIT. THE APPENDIX INCLUDES A GUIDE FOR FILED TRIPS, A SAMPLE DAILY SCHEDULE, A PROGRESS REPORT FORM, AND CONFERENCE RECORD FORMS. (JZ)

ED012544

# Areas Of Instruction

# For

# Trainable

# Mentally

# Handicapped Children

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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# AREAS OF INSTRUCTION

# FOR

# TRAINABLE MENTALLY HANDICAPPED CHILDREN

- Self Care
- Economic Usefulness
- Language Development
- Social Adjustment
- Music
- Arts and Crafts
- Appendix

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The six major areas of instruction in the Champaign program for trainable mentally handicapped children have been compiled in unit outlines and duplicated in this booklet.

Miss Jeanne Mullane and Mrs. Virginia Putman, teachers of the two classes for trainable mentally handicapped at Percival School, completed the writing of the outlines during the 1961-62 school year. Mrs. Putman was employed during the summer of 1964 to revise the material.

The outlines which follow do not represent the total program of training at Willard School but do constitute the major areas making up the program. Each outline is designed for use with TMH children with mental ages ranging from about 2½ to 8 years. The outlines cover the content of the areas presented in approximately four years. Currently children of chronological ages 6 to 16 or 18 are enrolled in this program.

Introductory material was compiled by the editor. The editor also worked with the teachers in preparing the unit outlines.

The appendix includes suggested field trips and activities to prepare children for such trips; a sample of developmental skills to be included in teaching plans to accomplish a given task; a sample daily schedule; progress report; and parent conference record forms.

Philip R. Jones, Editor
Director of Special Services

# INTRODUCTION

## History

The program for the trainable mentally handicapped in the Champaign schools was initiated in 1953 with two teachers and a total enrollment of twelve children. The classes were housed at the Percival School, a two room rural building located on University of Illinois land, through June 1964. In September 1964 the program was expanded to four classes and moved to the Willard School.

The position of director of special services was created in 1953 to administer, supervise and coordinate the special services program. The position of supervisor of services for the mentally handicapped was created in 1961. This staff person offers direct supervision to teachers of the educable and trainable mentally handicapped and serves as principal of Willard School.

In 1966 one non-professional assistant (matron) was employed to assist in the program.

## Scope of Program

The program serves trainable mentally handicapped children from Champaign County. Tuition students are accepted from adjoining counties when maximum enrollment is not available within Champaign County.

The program is operated under rules and regulations established by the Illinois Office of Public Instruction and the Champaign schools.

## Eligibility of Children

Children enrolled in the program must be between the ages of 5 and 21. Prior to admission an individual psychological examination is administered to the child by a qualified school psychologist who determines intellectual eligibility. In general, the IQ of the trainable mentally handicapped child falls in the range from 35 to 55. Subsequent reevaluations are required every three years. The child remains eligible only as long as he profits from the program.

## Grouping

While the children are grouped into the four classes primarily on the basis of age and level of development for the major portion of the day, each teacher takes responsibility for one specific area of instruction for the group. The children are scheduled in classroom groups (10 or less) to the specialist teacher in home economics, woodworking, arts and crafts, and music.

Class size is limited to 10 children with a chronological age range not to exceed 6 years. A class in which a non-professional assistant is employed may enroll up to 15 children.

## Parent Education

A parent education group meets four or five times each school year. A chairman is elected by the group. The parents select the topics they would like to have discussed during the year and the supervisor of the program and the chairman arrange for speakers on the various topics.

Popular topics which are requested frequently by the parents include: How the Psychologist Works with Your Child; Legal Aspects of Mental Retardation; Providing for the Retarded Child in Wills; Should I Institutionalize My Retarded Child; The Retarded Child in the Home and Community; and Habit Training of Retarded Children. Psychologists, lawyers, doctors, educators, and staff members from state institutions generally serve as speakers for programs.

The parent group has also assisted in planning and conducting parties and the annual family picnic at the close of school each spring. Donations of materials and services have also been made directly by the parents or through their contact with the community.

Another phase of the parent education program is the parent-teacher conferences. A minimum of three per year are conducted for each child enrolled. The school social worker may also work with parents on a referral basis.

## Working with Agencies

Close contact is maintained with the various community and state agencies interested in retarded children. The school social worker is the primary liaison person for contact with agencies. Cooperation includes exchange of records and information with state institutions and other school districts.

Close contact is maintained with Happy Day School, a day care center operated by the Champaign-Urbana Association for the Mentally Retarded. The center operates preschool and post-school programs.

Referral of a given child to an agency from the school and the reverse practice is common.

## Sheltered Workshops

Older children enrolled in the school may participate for a portion of the school day in the local sheltered workshop. Generally this procedure is initiated one or two years prior to the child's completion of the school program. Several children become clients of the sheltered workshop following completion of the program. The part time school, part time sheltered workshop placement serves as a transition period. Not all children enrolled in the program are capable of being successful clients of the sheltered workshop.

## Prevocational Services

Prevocational counselors of the handicapped consult with parents of the trainable child as to the probable capabilities of the child in any work setting. The prevocational counselors also serve as liaison persons between the school and the sheltered workshop and the local vocational rehabilitation counselor.

## Qualifications of Teachers

Teachers of the trainable mentally handicapped are qualified in accordance with regulations established by the Illinois Office of Public Instruction, Department of Special Education. A bachelors degree with general courses in education and psychology, 16 semester hours of specialized training in special education and mental retardation, and various background courses are required for full approval. Provisional state approval may be granted a holder of a bachelors degree in any field who is willing to obtain six semester hours of specialized training each year until requirements are met.

CHAMPAIGN COMMUNITY SCHOOLS
Office of Special Services

I. Topic: Self Care

II. Importance of Unit: To help each child learn to his fullest extent to care for his own personal needs at home, in school, and in the community, and in turn, improve his acceptance by his social contacts.

III. Objectives:

A. Knowledge

1. Learn personal health routines
2. Learn personal routines
3. Learn safety routines

B. Skills

1. Develop appropriate muscle coordination to complete self-care activities
2. Ability to recognize "hot" and "cold"
3. Ability to regulate water temperature and faucets
4. Ability to wash hands and face with the correct procedure
5. Ability to unbutton, button, unzip and zip clothing
6. Ability to lace and tie, or buckle shoes
7. Ability to recognize left and right
8. Ability to dress and undress with as little help as possible
9. Ability to use eating utensils properly and effectively
10. Ability to care for teeth
11. Use of correct table manners
12. Ability to care for belongings
13. Ability to fold blankets
14. Ability to care for hands, face, nose and hair
15. Ability to recognize simple precautions
16. Ability to recognize dangerous objects
17. Ability to use household, school, and playground safely
18. Ability to use self-control for the safety of themselves and others
19. Ability to tell an adult when they are hurt, sick, or need care
20. Knowing name, address and phone number
21. Ability to say name, address and phone number clearly enough to be understood by strangers
22. Ability to recognize simple traffic signs
23. Ability to sight-read words frequently encountered in the community

B. Attitudes

1. Recognize the physical and social reasons for good health routines
2. Recognize the physical, personal, and social reasons for good personal routines
3. Recognize and appreciate the need for safety in the home, the school, and the community
4. To feel pride and satisfaction in being as independent as possible

IV. Outline of Content:

A. Personal health routines

1. Toileting
   a. to be able to tell of his need
   b. to take the responsibility of going to the toilet
   c. for boys to raise toilet seat before urinating
   d. proper cleansing after toileting
   e. buttoning and/or zipping clothing, or making sure skirts are down after toileting
   f. flushing the toilet
   g. washing hands when finished

2. Grooming
   a. keeping hands and face clean
      (1) proper amount of soap
      (2) use warm water
      (3) hang up towels and wash cloths
   b. comb hair when needed
      (1) clean comb
      (2) put in necessary bobby pins or barrettes
   c. frequent baths
   d. awareness of appearances
      (1) being neat and attractive
         (a) commenting on own new clothes, or that of others
         (b) keeping clean
      (2) boys keeping trousers up, shirts in, zippers zipped
      (3) girls sitting with feet down, knees together, skirts down.
      (4) keeping shirts and/or blouses buttoned
      (5) keeping shoes tied and/or buckled
   e. Personal needs during menstrual periods
      (1) recognizing need for sanitary pads.
      (2) learning to correctly apply belt and attach pad
      (3) recognizing need for frequent change of pads
      (4) correct disposal of soiled pads
   f. brushing teeth after meals
      (1) proper amount of toothpaste
      (2) care of toothbrush
      (3) correct "up-or-down" brushing method
   g. dressing properly and according to weather
      (1) keeping clothes zipped and/or buttoned
      (2) wearing boots or rubbers when weather indicates
   h. caring for nose
      (1) recognize need of tissue
      (2) proper disposal of used tissues
   i. cover mouths and noses when sneezing and/or coughing
   j. keep foreign objects away from eyes, nose, mouth

3. Visiting doctors and dentists
   a. why we go, and when
   b. importance of regular visits

B. Personal routines

1. Clothing
   a. dress and undress
   b. proper storage of removed clothing
      (1) hang in designated place
      (2) learn to use clothes hangers and hooks
      (3) keeping gloves, hats, coats, etc., together
   c. recognize own coats, hats, gloves, etc.
   d. zipping, buttoning, and tying
   e. polishing shoes
   f. putting on and removing boots, overshoes
      (1) learn to hold foot in "pointed" position
      (2) pull off heel end first
      (3) discriminate shapes of left and right shoes and/or boots
   g. wipe feet before entering <u>any</u> building

2. Eating
   a. wash hands before each meal
   b. proper use of utensils
      (1) selection of correct utensils for appropriate food - i.e., a spoon for soup, a fork for meat., etc.
      (2) hold utensils correctly
      (3) use caution in handling utensils
   c. place chair correct distance from table
   d. use napkin to protect clothing and wipe mouth
   e. pour milk
      (1) hold cup with other hand
      (2) fill cup adequately, but not too full to handle
   f. chew food sufficiently
   g. use of good table manners
   h. establish the habit of cleaning up after meals
   i. wash hands and face after meals
   j. brush teeth after eating

3. Resting
   a. find appropriate cot and mat and place it in designated spot
   b. obtain blanket if needed
   c. rest quietly
      (1) find quiet activity, if allowed
      (2) remain on cot
   d. return cot and mat to storage after rest
   e. fold and store blankets correctly
   f. remove and put on shoes
      (1) tie or buckle shoes according to developmental level
      (2) receive instruction on tying or buckling according to childs need
   g. recognize need for resting and proper amount of sleep

C. Safety routines

1. Be aware of dangerous objects, e.g., hot stoves, steep stairways, traffic, etc.
2. Follow simple safety rules at home, at school, and in the community
   a. hold onto railings
   b. no running on stairs
   c. look both ways before crossing streets
   d. not to push others
   e. play away from the stove, swings, etc.
3. Awareness of possible harm to others through carelessness
4. Know simple traffic signs
   a. traffic lights and the meaning of the colors, red, yellow, and green
   b. memorize safety words - stop, danger, keep out, walk, etc.
5. Know the policeman and fireman and what they do to help us
6. Inform an adult when hurt or sick
7. Simple care of cuts, scratches and bruses
   a. wash with warm water and soap
   b. apply antisceptic and/or band-aide

V. Sources of Information:

A. Teacher bibliography

1. Illinois Curriculum Guide for Teachers of TMH Children
2. "The Mentally Retarded Child" - Natalie Perry (1960, Columbia University Press)
3. "Helping the Trainable Mentally Retarded Child" - Bernice B. Baumgartner (Bureau of Publications, Columbia University, 1960)
4. "You and Your Retarded Child" - Kirk, Karnes, and Kirk (1955, Macmillan Company)
5. "Child in the Shadows" - French and Scott (Lippencott, 1960)
6. "Your Child, from one to six" - Gesell
7. "Gesell Institutes Child Behavior" - Ilg and Ames (Del. Pub. Co. Inc., 1955)

B. Sensory aids

1. Records
   a. "I'm Dressing My-self" (Young Peoples Records, YPR-8031)
   b. "The Noisy Eater" (Capitol, CAS-3120)
   c. "Peter the Pusher" (YPR-3405)
   d. "Let's Be Firemen" (Educational Record Sales)
   e. "Let's Be Policemen" (Educational Record Sales)
   f. "Why Do I Have to Sleep" (Educational Record Sales)
   g. "Songs of Safety" (Educational Record Sales)

2. Songs
3. Finger plays
4. Childrens books
    a. "About Jack's Dental Check-up" Melmont Publ., Co.
    b. "The True Book of Health", Children's Press
    c. "A Visit to the Hospital", Wonder Book, 690
    d. "Do You Know the Magic Word?", Wonder Book, 678
    e. "Let's Go to School", Wonder Book, 691
    f. "Stop and Go", Golden Book, A17
    g. "Tommy and the Telephone", Whitman & Co., 1947
    h. "A Visit to the Dentist", Grosset-Dunlap, 1959
    i. "A Visit to the Doctor", Grosset-Dunlap, 1959

5. Any Concrete object pertaining to the training situtation
    a. model electric traffic signal
    b. play traffic signs
    c. play dishes
    d. food preparation
    e. lacing, buttoning boards, etc.
    f. shoes
    g. large play trucks
    h. bicycles, tricycles, scooters, wagons
    i. grooming utilities

C. Community resources

1. Police station
2. Fire station
3. Public parks
4. University farms
5. Restaurants
6. Grocery Stores

VI. Activities:

A. Toileting

1. asked if he/she has to use toilet
2. encouraged to tell teacher of his need
3. teacher takes child to restroom and supervises whole routine
4. teacher strengthens routine by reminding child to flush toilet, zip pants, wash hands when finished
5. child encouraged to take responsibility of toilet routine with occasional reminders and checks
6. child follows established routine independently

B. Grooming

1. Developing better muscle coordination
    a. peg boards
    b. stringing beads
        (1) large primary
        (2) small

(3) without set pattern
(4) with set pattern

c. large lacing shoe
d. large zipper, button and lacing boards
e. paper weaving
f. sewing on paper
(1) down and up
(2) running stich
g. folding
(1) paper
(2) wash-cloths and towels
(a) halves
(b) quarters
h. finger plays

2. Preparation for field trips
a. comb hair
b. wash face and hands

3. Preparation for lunch, juice and parties

C. Visits to doctors and dentists

1. Discussion of personal visits for check-ups, shots, etc.
2. Reading stories
a. "A Trip to the Doctor"
b. "A Trip to the Dentist"

3. Role playing
a. doctor and/or nurse
b. sick and/or hurt children

4. Free play with doctor and nurse kits
5. Field trip to doctors and dentists offices
6. Make "tooth paste" - recipe; 4 teaspoons baking soda
1 teaspoon salt
3 or 4 drops essence of peppermint

D. Clothing

1. Child receives needed help in dis-robing or donning clothing
2. Child assumes partial responsbility with verbal directions
3. Child assumes full responsibility with occasional reminders
4. Identifying articles of clothing
a. finding pictures of articles of clothing
b. associates articles of clothing and use
c. identifies parts of the body

5. Identifying colors of articles of clothing
a. finds other objects the same color as Steves socks, etc.
b. singing games, such as "Shirley has on green socks,
Shirley has on green socks all day long "

6. Beginning concept of left and right
    a. singing games, such as "Simon-Says"
    b. circle games, such as "Here We Go Looby Loo"
    c. following the teachers verbal directions and physical actions

E. Eating

1. Identification of utensils
    a. sorting - put spoons in one container, forks in another, etc.

2. Free play in doll corner - play with water and crackers
3. Setting the tables for juice, lunch, and parties
4. Learning acceptable table manners
    a. Use "please", "thank you", "excuse me", and "you're welcome"
    b. Elbows off table
    c. One hand in lap, when not in use
    d. Wait for everyone to be seated and served before starting
    e. Ask to have food passed, or for second servings
    f. Place proper amount of food in mouth.
    g. Chew with mouth closed
    h. Swallow before speaking
    i. Proper table conversation
        (1) Avoid "silly" or inane behavior
        (2) Wait for others to finish speaking
        (3) Avoid inappropriate subjects
    j. Keep hands off others and their food.
    k. Eat dessert last
    l. Learn to drink with tongue inside mouth

6. Drink thru straws
    a. Playing games with straws
        (1) Hold piece of paper on end of straw by sucking air
        (2) Blow bubbles in cup of carbonated liquid, i.e., soda pop
    b. Give child soda pop in a cup, but do not allow him to pick up cup or touch mouth to cup to drink it - only thru straw

7. Dispose of milk containers, soiled napkins

8. Rinse soup bowls, plates, cups when finished
    a. Wash play dishes
    b. Rinse with supervision
    c. Use of warm water

9. Stack rinsed dishes properly
    a. Sort bowls, dishes, cups
    b. Sort spoons, forks
    c. Place in designated container

F. Resting

1. Understanding reason for rest period
2. Child rests with frequent reminders to stay on cot, keep quiet
3. Child rests with occasional reminders
4. Child assumes responsibility of keeping quiet and staying on cot
5. Child needs help removing and putting on shoes
6. Child needs help in lacing, tying or buckling shoes
7. Child learns to tie single knot and needs instruction on completing bow
8. Folding blankets
9. Stacking cots correctly

G. Safety

1. Verbal safety rules from teacher during work and play
2. Stories on safety
3. Discussing and coloring mimeographed picture deplicting a safety rule
4. Field trips
    a. acting out rules - looking both ways before crossing the streets, recognizing traffic signs and traffic lights
5. Songs about safety
6. Color recognition - red (stop), yellow (be careful), green (go)
    a. clapping song
        (1) clap on green
        (2) get ready on yellow
        (3) stop clapping on red
    b. color pictures of traffic lights
    c. matching colors and colored objects
    d. driving play trucks, and obeying traffic lights
7. Concept of hot and cold
    a. concrete objects
        (1) water in faucets
        (2) warm stove
        (3) slide hot from sun
    b. pictures (semi-concrete)
        (1) weather
        (2) different foods
            (a) "cold" ice cream
            (b) "hot" soup
8. Sight vocabulary
    a. safety words - danger, in, out, keep-out, walk, stop
        (1) matching words with descriptive picture
        (2) matching words to like words
        (3) act out word
        (4) repeat words
        (5) field trips to find signs to recognize and obey
9. Field trips to police station and fire station
    a. stories about police and firemen
    b. role playing

10. Learning about animals
    a. How to treat dogs, cats, other household pets for their safety and ours
        (1) How to hold puppies, kittens, etc.
        (2) Not to interrupt feeding animals
        (3) Careful not to trod on paws and tails.
    b. Caution about approaching strange animals.
    c. Over coming abnormal fear of animals
        (1) Bringing pets to school
        (2) Raising pets at school
    d. Washing hands after playing with or touching animals
    e. Informing an adult immediately if scratched or bitten.

11. Proper behavior in automobiles
    a. On field trips
    b. In family auto
    c. On school bus
        (1) Sit still and stay seated
        (2) Conversation accepted, but no playing
        (3) Learning now to lock doors
        (4) Learning how to fasten and un-fasten safety seat belts
        (5) Keeping hands away from handles and windows

12. Using playground equipment safely
    a. Taking turns
    b. Not pushing others on equipment
    c. Stopping swing before getting off
    d. Swing sitting only
    e. Watching where feet are being placed on jungle gyms
    f. Making sure others are off slide before going down
    g. Watching for pedestrians while riding bikes, cars, wagons, etc.
    h. Keep jumping ropes away from necks

13. Learning basic safety rules
    a. Not to run with sharp objects in hand
    b. Look before crossing streets
    c. Don't chase balls or animals if they go in street
    d. No pushing, shoving, or running on stairs.
    e. Correct way of holding and carrying sissors, knives, other sharp objects
    f. Keep foreign objects away from eyes, nose, mouth and ears

VII. Evaluation:

A. Teacher

1. Observation
2. Anecdotal reports
3. Behavior journals
4. Progress reports
5. Parent-teacher conferences

B. Pupil

The child shows his growing, or rate of progress in the self-care area by becoming more independent, and by following proper established routines with out reminders or help.

VIII. Remarks:

Self-Care, economic usefulness, and social adjustment are intricately combined in theory and in practice. Many of the above activities and/or attitudes could be listed in any or all areas. Others that appear to be lacking in this unit will be found in the other two. The skills listed are presented to the children almost constantly, in various forms and degrees, thru out the school year, and hopefully, at home.

I. Topic:

Economic Usefulness

II. Importance of the Unit:

To aid the child in gaining independence and a sense of security by helping others as well as himself. Developing good work habits and basic skills will aid the child in present and future situations by developing the ability to work alone, follow directions, and the ability to contribute to group situations. Development of some degree of responsibility aids in the child's acceptance by his peer group and in the feeling of accomplishment.

III. Objectives:

A. Knowledge

1. Learn to care for the interior of a building
2. Learn the fundamentals of yard care
3. Learn to prepare and serve simple meals and cleanup
4. Learn simple laundry procedures
5. Learn simple sewing
6. Learning basic household tasks
7. Learning simple office tasks
8. Learn basic skills required for workshop activities

B. Skills

1. Develop good work habits
2. Learning certain limitations for his own and others protection (i.e. safety rules, correct use of equipment, proper placement of equipment, use of acceptable work areas)
3. Accept the responsibility to work alone or on group projects
4. Ability to follow directions
5. Habits of promptness, carefulness, and neatness
6. Gaining independence in work

C. Attitudes

1. Development of pleasing personality to become acceptable to group
2. Developing a willingness to work well
3. Accepting responsibilities
4. Gaining a sense of security in helping himself as well as others
5. Accepting independence in helping himself and others
6. Contributing to a family or work group as a member of society

IV. Outline of Content

A. Care for the interior of a building

1. Picking up and storage of toys
   a. Replace playthings when finished
   b. Learn proper place for various playthings
      (1) Puzzles in rack or box
      (2) Large toys on bottom shelf
      (3) Pegs and pegboards all together
   c. Realizing danger of objects on the floor, stairs or sidewalk

2. Pick up scraps and place in wastebasket
   a. Disposing of waste in appropriate container
      (1) Papers in wastebasket
      (2) Food wrappings or scraps in garbage can
   b. Discarding soiled kleenex when finished, in basket or can
   c. Empting wastebaskets and garbage cans
      (1) Learn where trash is to be deposited
      (2) Learn to remove and replace trash barrel and garbage can lids
      (3) Pick up papers that miss container while dumping
      (4) Learn to wash trash and garbage containers
         (a) Use of brush and soapy water
         (b) Rinse and dry

3. Wash off tables
   a. Correct usage of sponges
   b. Removing materials, center pieces, etc.
   c. Shake and replace table clothes

4. Put chairs away
   a. Under tables or against walls
   b. Learn to fold and un-fold folding chairs
   c. Carrying chairs if possible
   d. Stacking chairs on tables or desks before leaving school

5. Using toys and materials as they were intended
   a. Careful of bumping into furniture
   b. Protecting tops of tables
   c. Careful of breakable objects

6. Putting books and materials away
   a. Clean and straighten book and storage shelves
   b. Tell adults about torn or misused books and materials
   c. Sorting books according to size, catagory and where they belong
   d. Learning proper storage places

7. Caring for floors and rugs
   a. Wiping up spills
   b. Learn to manipulate broom

c. Learn to hold dust pan for someone else.
d. Learn proper usage of mops
e. Eat at tables, not on rugs
f. Shake throw rugs to remove dust, crumbs, etc.
g. Learn to sweep down stairs

8. Care of furniture
   a. Protect table, desk tops from harm
   b. Learning to dust - wet, dry cloth
   c. Learning to apply polish
   d. Painting chairs or tables
   c. Wipe up spills

9. Clean up after rest periods
   a. Put on socks and shoes
   b. Return cots and/or mats to storage
   c. Fold blankets neatly and store
   d. Clean area around own cot, and help others when finished.
   e. Comb hair, re-arrange clothing

10. Learn to check work charts daily
   a. Learn to recognize own first name
      (1) In order to read work chart
      (2) To recognize own locker, storage drawer, or toy box
   b. Change names daily or weekly with aid of an adult.
   c. Match names and chores to chart from teacher's chart independently.
   d. Assume responsibilities for personal duties independently

11. Washing windows
   a. Use of proper materials
   b. Caution of curtains and/or drapes
   c. Using correct pressure to avoid breakage

B. Yard Care

1. Picking up sticks, papers, etc.
   a. Placing in trash barrel
   b. Depositing own waste papers, etc. in proper container

2. Putting playthings and equipment away
   a. Realize safety features of keeping yards and playgrounds free of objects
   b. Learning to attach chains and padlocks,
      (1) To lock and un-lock
      (2) To place chains and locks in safe place
      (3) To give keys to an adult or hang in designated place

3. Correct use of lawn mower
   a. Power mower
   b. Manual mower
   c. Asking when help is needed to start

d. Saftey rules to be followed
e. Learning to mow by rows, or in diminishing square area
f. Learning to over-lap row to be mowed and one previously mowed

4. Raking the yard
   a. Leaves
      (1) Making piles of leaves
      (2) Placing leaves in basket to be emptied in trash barrel
   b. Grass
   c. Correct way to hold and use rake

5. Sweeping sidewalks and steps
   a. Correct usage of broom or push broom
   b. Side-to-side movement for narrow sidewalks

6. Shoveling sidewalks
   a. Determining need for broom or shovel.
   b. Correct usage of shovels

7. Watering flowers, shrubs, and grass
   a. Learning to attach hose to tap
   b. Learning to regulate water flow
   c. Learning to direct hose

C. Preparing and Serving Simple Meals

1. Basic health and safety rules for kitchen
   a. Wash hands before beginning
   b. Cover mouth when sneezing and coughing
   c. Washing food before eating or preparing
   d. Re-wash utensils or food if it's dropped on floor
   e. Care in handling utilities, stove, etc.
   f. Wearing hair nets or cap in kitchen

2. Planning menus
3. Shopping for food
4. Assisting in food preparation
   a. Learn to operate can opener
   b. Learn to pour from containers
   c. Learn simple measures
   d. Learn to use knives - table and paring
      (1) To spread butter, peanut butter, jelly, spreads
      (2) To cut foods in half
   e. Replacing used equipment
   f. Learning to regulate stove
      (1) Sight read "hi", "lo"
      (2) Recognize numbers 1 thru 5
      (3) Sight read "on", "off"
   g. Learn to use pot holders effectively

5. Serving food
   a. Setting the table
      (1) Counting children and arranging correct number of placemats

(2) Arrange spoon, fork, napkin, cup and milk
(3) For juice, or parties

b. Putting correct amount of soup in bowls
c. Pouring correct amount of milk in cups
d. Serve others first
e. Use "Please", "Thank you", Excuse me" and "you'r welcome"
f. Using caution in serving hot foods
(1) Amount in bowl or on dish
(2) Make sure other child has a firm hold before letting go.
(3) Holding bowl up right and level
(4) Helping small children or others less capable.

6. Kitchen care and clean up
a. Washing off tables
b. Passing watebaskets to collect napkins, milk cartons, etc.
c. Wiping placemats with sponge
d. Gathering up crumbs from table into hand or wastebasket
e. Scrape and rinse dishes
f. Stack dishes for washing
g. Regulate water for dish-washing
h. Wash and rinse dishes adequately
i. Sort silverware and put away.
j. Stack dry, clean dishes and return to appropriate cubboard
k. Soak and scour placemats
l. Proper cleaning of stove and refrigerator
m. Scouring sink and bottoms of pans
(1) Proper amount of cleanser
(2) Appropriate materials
(a) S.O.S. pads
(b) Scrapers and wire brushes

D. Basic Laundry Procedures

1. Placing soiled towels, rags, etc. in dirty clothes basket
2. Wash doll clothes
3. Wash sponges and rags used in cleaning
4. Learn difference between "hot" water and "warm" or "cool"
5. Learn to measure appropriate amount of soap
a. Powder
b. Liquid

6. Learn to "sight read" hot, warm, full, half-full, light, heavy
7. Learn to sort clothes
a. White
b. Colored
c. Towels, sheets, etc.

8. "Iron" dolls clothes
9. Smooth clean towels, blankets, etc.
10. Folding
a. Towels
b. Blankets
c. Doll clothes

11. Storing clean towels, blankets, etc., in correct place
12. Put away laundry equipment, with lids closed, etc.
13. Learn to operate dryer and washer
    a. Learn "hot", "warm", "cool", "dry"
    b. Learn care of dryer and washer
        (1) Correct load
        (2) Wipe out tub when finished
        (3) Remove lint from lint tray

14. Care of surface of washer and dryer

E. Simple Sewing

1. Learning to thread large needles
2. Learning to tie knot in thread
3. Sewing "thread designs" on carboard, paper
4. Learning basic stitches
    a. Large running stitch
    b. Hemming stitch

5. Learning concepts in, out, top, bottom, corner, over, under
6. Learning to cut material
7. Sewing hems on doll's dresses
8. Sewing tears in towels, etc.
9. Sewing on buttons
    a. Two large holes
    b. On cardboard
    c. On small piece of material
    d. On paint shirt
10. Making yarn designs on burlap.
11. Making burlap and cloth placemats

F. Basic Household Tasks

1. Empting and rinsing coffee cups
2. Empty and wash ashtrays
3. Clean bathroom
    a. Replace clean towels
    b. Scour sinks
    c. Empty wastebasket
    d. Unwrap new bar of soap when needed

4. Bring in mail, newspapers, ad circulars
5. Fold newspapers when finished and put in rack
6. Put magazines in rack or on shelves
7. Turning on and off lights according to need.
8. Watering plants
9. Feeding animals

G. Washing Cars

1. Wash bikes, wagons, etc.
2. Take trips to wash mobile establishments
3. Correct usage of sponge and hose on car.

4. Checking windows before starting

H. Simple office tasks

1. Folding letters
2. Learning use of stapler, paper punch
3. Folding and stacking papers
4. Collate sets of mimeographed pages
   a. Stacking evenly
   b. Stapling at correct corner

5. Taking messages
   a. Taking notes home
   b. Carrying verbal messages inside building
   c. Answering phone properly

6. Running errands in building
   a. Going after and returning equipment
   b. Calling someone to phone.
   c. Calling weather and time report on phone (Busey Bank, Urbana, 367-4031)

7. Greeting visitors
8. Sealing envelopes
9. Emptying wastebaskets
10. Putting away equipment, i.e., covering typewriters
11. Sharpen penciles
12. Sort clips, tacks, etc.

I. Basic skills involved in workshop operations

1. Examining materials for repair
   a. Checking silverware and dishes for cleanliness
   b. Checking toys to see if they're broken.
   c. Reporting puzzles that have pieces missing

2. Sorting materials
   a. According to size
   b. According to color
   c. According to catagory
      (1) Pegs in one box
      (2) Forks in one container
      (3) Towels in one stack
   d. Sorting and storing groceries

3. Measuring (simple)
   a. One cup, one-half cup
   b. One "ruler length"

4. Cutting
   a. Different materials
   b. On a line, curve, angle

5. Lacing (leather work)
6. Using glue and paste properly
7. Care of simple tools
8. Stenciling - words, designs
9. Use of simple tools
    a. Hammer and nail
    b. Screw-driver and screws
    c. Nuts and bolts and screws
    d. Pliers
        (1) Pulling out nails
        (2) Turning bolts to tighten

10. Use of polish
    a. Silver
    b. Shoe
    c. Selecting proper materials
    d. Appling and removing polish appropriately

11. Sanding
    a. Furniture
    b. Wood-working projects

12. Painting
    a. On wood
    b. On metal

V. Sources of Information

A. Teachers

1. Illinois Curriculum Guide for TMH, Department of Public Instruction, Springfield
2. Teaching the Retarded Child, Natalie Perry, 1960 Columbia University Press
3. Helping the Trainable Mentally Retarded Child, Bernice Baumgartner, 1960, Columbia University Press, New York

B. Children's Bibliography

1. Craftwork
2. School and household equipment
   a. kitchen facilities and equipment
   b. laundry facilities and equipment
   c. yard equipment - toys and tools
3. Staplers, glue, punches

C. Community and/or School Resources

1. Car wash
2. Grocery store
3. Laundry - public
4. Hardware store

D. Group Discussions

1. Planning - group and individual of a suggested project
2. Going over directions and rules of project
3. Completion of project

VI. Evaluation

A. Teacher

1. Assessment of abilities acquired
2. Observation of application of learned abilities
3. Carryover of learned abilities to related projects

B. Pupil

1. Sense of accomplishment in completing task
2. Acceptance by group from contribution

VII. Correlation to Other Areas

A. Physical training

1. Gross and fine muscular coordination
2. Manual dexterity

B. Craftwork

1. Leather lacing and punching
2. Sanding and painting for woodworking
3. Weaving and overcast stitching

C. Self-care

1. Taking care of needs at rest time -- getting blankets, cots, mats, etc.
2. Taking initiative of feeding needs at lunch or asking help when needed
3. Using proper health and safety procedures

D. Physical development

1. Fine muscle coordination for craftwork, folding
2. Large muscle coordination for tasks as sweeping, raking, etc.
3. Eye-hand coordination for lacing, beadwork, sorting
4. Visual-auditory acuity

E. Language development

1. Insistance of oral responses to questions, i.e., "Would you like more soup?", etc.
2. Encouragement of courtesy words i.e., please, etc.
3. Enrichment of concepts - on off, high, low, hot, cold, etc.
4. Extension of vocabulary of names of articles or objects thru out the home

VIII. Remarks

I. Topic:

Language Development

II. Importance of the Unit

Most trainable children need assistance in language development. They are frequently unable to communicate clearly or able to comprehend spoken language. In order for the child to communicate his needs and ideas, he will need special training to express himself and also to comprehend language. The building of language and concepts with these children will be basically in the area of concrete situations.

III. Objectives

A. Knowledge

1. Learn to follow directions
2. Learn to identify objects or pictures
3. Learn pre-speech activities
4. Learn language through music activities
5. Learn to share experiences
6. Learn to intrepretate pictures and stories
7. Learn correct telephone language
8. Learn through use of language games
9. Learn language through dramatic play
10. Learn play auditory memory activities

B. Skills

1. Improve language and pronumciation
2. Increase vocabulary and expression
3. Understanding and responding to verbal directions
4. Recognition of signs for safety and information
5. Improve ability to communicate
6. Development of language concepts
7. Relating concrete items through verbal means
8. Responding to auditory stimulation
9. Improve comprehension of spoken words

C. Attitudes

1. Seeing need for verbal communication
2. Attempting to communicate verbally to convey ideas and express needs.
3. Acquire sufficient language to share experiences and tell stories
4. Appreciating shared experiences with others

IV. Outline of content

A. Following directions

1. Responding to name
2. Responding to simple directions - come here, sit down, etc.
3. Responding to group direction - line up, put your toys away, etc.
4. Doing errands in response to verbal directions
5. Placement of materials from verbal direction
6. Games which require complying with request - Simon Says
7. More complex directions - requiring two or more knowledges
   i.e. get out 10 napkins.
   a. requires counting
   b. identifying and securing napkins

B. Identification of objects and pictures
1. Pointing out object or picture on request
   a. show or find the piano (objects)
   b. pointing out requested object in picture
2. Imitates teacher as she pronounce name of object
3. Naming objects in picture
4. Answering simple questions about pictures, either verbally or by pointing
5. Name objects in room, on field trips, etc.
6. Name parts of body
7. Name articles of clothing

C. Pre-speech activities

1. Understanding and using gestures, such as pointing and waving
2. Making wants known through vocal sounds
3. Imitating noises demonstrated by teacher - of animals, noises of things (airplane, fire engine, clock, train, etc.)
4. Making faces - placement of mouth for various speech sounds
5. Making various sounds
6. Blowing - candles, bubble pipe, feathers
7. Imitating sounds of songs
8. Drinking with a straw
9. Imitating teacher for various speech sounds
10. Development of auditory and visual perception

D. Language in connection with music

1. Responding when name is sung
2. Pointing to body parts as named in song
3. Doing actions named in song
4. Pointing to objects as named in songs
5. Joining in singing of songs
6. Acting out songs and fingerplays
7. Singing words while acting out song

E. Show and tell

1. Watch and listen to teacher as she demonstrates objects or talks about them
2. Showing things made in classroom or brought from home and answering questions and telling about them.
3. Discussion of weather, trips, or other activities
4. Discussing a child's new clothes, hair cut, etc.
   a. naming article
   b. naming color and finding other colors that are alike

F. Interpretation of pictures (mounted pictures often used)

1. Naming objects in picture.
2. Answering questions requiring various parts of speech (What is the boy doing, What is this a picture of, etc.) Questions should be worded carefully as not to suggest the answer, nor to be confusing to the child
3. Telling other children about pictures or stories (those who are verbal can be given this assignment)
4. Describing situation portrayed in picture
5. Telling story in sequence from pictures in book
6. Bring pictures from magazines and newspapers and tell about them
7. Telling about safety and health pictures

G. Telephone communication

1. Answering telephone correctly - 'hello' at home, 'Willard School' at school
2. Finding out who caller wants and calling party to telephone
3. Dealing numbers (after recognition of numbers to 9 (including '0')
4. Use of play telephones to practice correct technique for answering telephone
5. Use of telephone sets from telephone company

H. Learning through use of language games

1. Matching figures, colors, designs for similarity (following dotted lines)
2. Matching games for likes and differences i.e. dominoes, picture lotto (some children may be able to select game and identify pictures act as a 'caller') bingo - colors and numbers
3. Selecting objects from sack for identification
4. Fishing (picture of object posted to reverse side of fish for identification)
5. "What do You Smell" Game
6. "What do You Taste" Game

I. Learning language through dramatic play

1. Playing house - assignment of 'roles' and acting out parts i.e. dressing up, mother father, etc.
2. Playing doctor and nurse
3. Having variety show - children sing

4. Using hand pupets
5. Community helpers, such as policemen
6. Act out simple nursery rhymes said by teacher or group

J. Auditory Memory Activities

1. Learning name of self and classmates
2. Learning address and telephone number
3. Learning names of school staff
4. Learning cities where school and home are located
5. Remembering visitors names
6. Delivering messages verbatim
7. Remembering songs and words
8. Identification of familiar sounds from recording

V. Sources of Information

A. Teachers Bibliography

1. Familiar objects
   a. dolls
   b. blocks
   c. balls
   d. trucks
   e. dishes
   f. knives, forks, spoons
   g. records and player
   h. telephone

2. Music activities
   a. rythm band
   b. records and piano for music: singing, dancing, music games
   c. fingerplays for music
   d. speech and story records

3. Name printed (also address, city, telephone) on cards for recognition and memory
4. Objects for speech development:
   a. records
   b. pipes
   c. familiar concrete objects

5. Language games
   a. fishing game (pictures mounted on paper-fish)
   b. flannel board for story telling
   c. object matching cards (Judy co.)
   d. safety signs
   e. puzzle lotto (Platt and Monk Co.)
   f. picture word lotto (Milton Bradley)
   g. zoo lotto - Ed-U-cards
   h. picture-dominoes - Ed-U-cards

6. Ditto sheets for verbal concepts, matching (in-out, up-down, big-little, etc.)
7. Play equipment necessary for dramatic play-telephone, kitchen, truck, doctors kit
8. Mounted pictures of familiar objects for identification and interpretation (magazines and catelog are a good source )
9. Records
    a. Fun with speech, Hazel van Horn, Encyclopedia Brittanica, Vol. 2
    b. Lets Learn English, part 1 and 2, Wright-McGillioray, American Book Co., 1959
    c. Pathways to Phonic Skills, Vol. 1, American Book Co., 1959

B. Children's Biblography

1. Play equipment for dramatic play
2. Stimulation and motivation for language

C. Community and School Resources

1. Field trips - farm, store, park
2. Visitors and telephone calls

D. Group Discussion

1. Planning trips - objects, safety rules, etc.
2. Sharing events and objects
3. Story-telling by children or teacher

VI. Evaluation

A. Pupil

1. Attempt to communicate
2. Attempting to be understood
    a. pointing or holding object if necessary
    b. improvement of verbalization, articulation and pronunciation
3. Understanding and completion of directions

B. Teacher

1. Improvement needed and/or made by pupil
2. Growth in usage and understanding of language

VII. Work-Study Skills Integrated Into Unit

A. Following Directions

1. Attending to auditory and visual stimuli
2. Understanding verbal concepts

B. Recognition of objects, numbers, colors

C. Seeing simple relationships

1. Likes and differences
2. Discrimination visually
3. Associating related items

D. Readiness Activities

1. Matching-colors, objects
2. Tracing dotted lines
3. Counting to 20 meaningfully
4. Copying designs
5. Learning verbal concepts
    a. in-out
    b. over-under
    c. above-below
    d. like-different
    e. big-little
    f. up-down
    g. left-right
    h. before-after

E. Sign Recognition

1. Danger
2. Stop
3. Stopsign colors and meanings
4. Walk
5. Don't walk
6. Men-boys
7. Women-ladies-girls
8. Exit
9. In-out
10. Push-pull
11. Name recognition
12. Keep out/off

VIII. Remarks

CHAMPAIGN COMMUNITY SCHOOLS
Office of Special Services

I. Topic - Social Adjustment

II. Importance of unit - Trainable Mentally Handicapped children must be taught to share, to take turns, to cooperate and to appreciate their environment. Social adjustment cannot be taught out of context, or as a seperate unit, as it is intrically combined with all phases of daily living.

III. Objectives

A. Knowledge

1. Learn to share toys and other equipment
2. Learn to take turns
3. Learn to cooperate
4. Learn to follow directions
5. Learn to recognize limits
6. Learn to respect property
7. Learn to make choices
8. Learn good work habits
9. Learn social graces

B. Skills

1. Ability to share toys and equipment
2. Ability to respect property
3. Ability to play and work with others
4. Ability to carry out a task or chore as a member of a social unit
5. Ability to know when he needs help and to help others
6. Ability to use good manners in the home, school and community
7. Ability to exert self-control in individual and group situations.
8. Ability to conform to rules and authority

C. Attitudes

1. Develop an appreciation for others rights, feelings etc.
2. Develop an understanding of the need for acceptable behavior in all social situations
3. Understand the need for courtesy and good manners
4. Develop an understanding of good work habits.

IV. Outline of Content

A. Sharing and taking turns

1. Share toys and work material
   a. Everyone uses same paste jar
   b. Reminded by an adult that someone hasn't had a turn
2. Share food and/or dessert with someone who doesn't have any, or with a friend
3. Share personal experience verbally with others such as during sharing time

4. Share experiences with others during daily activities
   a. Asking someone to play with him
   b. Joining a group or another child because of interest in the activity
   c. Working on a group project
5. Offering to let others hold and inspect a new toy
   a. First under adult supervision
   b. With the understanding it will soon be returned
6. Adult makes sure each child gets a turn at an activity
   a. Learning to stay in line
   b. Learning "front" and "end" of a line
   c. Learning to go to "end" of the line when finished or upon joining the group.
7. Relinquishing use of equipment to another gracefully
8. Learn to <u>ask</u> for a turn
9. Use of polite requests - saying "please" and "thank you"
10. Understand verbal concepts of "first", "next"
11. Sharing room duties
    a. Helping a friend voluntarily
    b. Two assigned to one job
12. Taking turns doing room duties, by day or week
    a. Work charts
    b. Concept that "someone else did it yesterday, I do it today, someone else does it tomorrow."
13. Borrowing something from someone else, asking first
14. Returning borrowed objects

B. Respecting property

1. Care of personal belongings
2. Care of school materials and equipment
3. Care of others property
   a. Asking to use something that belongs to another
   b. Proper usage of objects
   c. Not making marks on someone elses paper
   d. Being careful when playing not to grab clothing
   e. Not eating someone elses lunch unless it is offered
4. Sit in own chairs, not some one elses
5. Not to enter into others home's
   a. Unless invited by an adult
   b. "Three Bears" story to illustrate
6. To walk on sidewalks, not grass
7. Not picking flowers unless special permission has been given by owner
8. Don't be a litter-bug
9. Keeping room and yard tidy
   a. pleasing to others to see
   b. At home
   c. At school
   d. Personal comfort and satisfaction

C. Playing and working with others

1. Be kind, careful, friendly
2. Don't hit, kick, bite, push, tease
3. Letting an adult take care of punitive measures
4. Sharing and taking turns

5. Ask to join a group, if not invited
6. Invite other children to join your activities
7. If others are working, don't bother them
8. Asking others to be more considerate
    a. To move their arm at table
    b. To move so you can see
    c. To return your belongings
9. Giving and receiving compliments

D. Responsibility of duties and chores

1. Following directions with a minimum of supervision
2. Using equipment correctly
3. Completing a task or chore before playing or starting another
4. Return equipment when finished
5. Realization of contributing to the home, school or workshop welfare
6. Realization of necessity for contributing
7. Realization of a job well done
    a. Self-satisfaction
    b. Praise from others
    c. Recognition for effort

E. Helping others and asking for help

1. Helping younger children
    a. When own job is finished
    b. When asked by an adult
    c. Only when they need it
2. Helping adults
    a. Food preparation
    b. Picking up own belongings
    c. Clean-up chores
    d. Carrying messages
    e. Getting and returning equipment
3. Recognize need for help
4. Ask another child or an adult for help
5. Waiting patiently for help
6. Show compassion for others less capable
7. Helping animals - when hurt call an adult, feeding, care of

F. Good manners

1. Using please, thank you, you're welcome, excuse me, at proper times.
2. Listening when others are speaking
3. Greetings
    a. Return greeting
    b. Say "How do you do"
    c. Learn correct responses to greetings
    d. Not to kiss or hug guests and strangers
    e. Shaking hands

4. Boys and men remove hats when in doors
5. Ladies and girls go first
6. Getting chairs for guests, others
7. Take turns, line up and wait in line
8. Answer door and telephone correctly
9. Using kleenex when necessary
10. Covering mouths for coughs and sneezes
11. Use correct table manners
12. Keep clothes neatly and correctly arranged
13. Use furniture correctly
14. Being considerate of others comfort
    a. Moving so someone else can see
    b. Being quiet so someone else can hear
    c. Careful not to bump others or trod on their fingers or toes
15. Asking for something politely
16. Hold the door for others
17. Saying "I'm sorry" when necessary

G. Establishment of self-control

1. Waiting for turns
2. Waiting quietly for directions
3. Sitting quietly for stories, films, records
4. Use of proper behavior on buses and other means of transportation
5. Recognizing others rights
6. Control urges to push, hit, bite, kick
7. Finishing work started
8. Making choices
    a. What to play and who to play with
    b. Selecting an activity without guidance
    c. Assuming minor responsibilities
9. Controling undesirable physical mannerisms
    a. Rocking motions
    b. Picking at nose
    c. Tongue protrusions
10. Obeying limits set for his own safety and welfare

H. Conforming to rules and authority

1. Recognizing limits
2. Following directions
3. Respect for those in authority
    a. Teachers, parents
    b. Police, welfare workers
    c. Addressing others correctly; Mr., Mrs., Miss, Sir,
4. Following school, home or workshop routines
    a. Play at play time, work at work time
    b. Doing what rest of group is doing if so indicated
5. Using good health, safety, work and social habits

V. Sources of Information

A. Teachers

1. Illinois State Curriculum Guide for TMH
Department of Education, Springfield, Illinois
2. Teaching the Mentally Retarded child, Natalie Perry,
Columbia University Press, 1960
3. The Mentally Retarded Child, Max L. Hutt-Robert Gibby,
Allyn and Bacon, Boston 1958
4. Helping the Trainable Mentally Retarded Child,
Bernice Baumgartner, Bureau of Publications,
Columbia University, New York 1960
5. Proceedures for Teaching Trainable Children,
Margaret Hudson, Council for Exceptional Children,
NEA. 1960
6. Suggested Classroom Activities for Trainable Retarded
Children, Ryerson Press, Toronto, New York. 1954.

B. Pupil

1. Play equipment for dramatic play
2. Block, kitchen equipment for group play
3. Playground equipment
4. Home and school equipment

C. Aids

1. Books and records
2. Materials and equipment
   a. art work
   b. craftwork
   c. playground equipment
   d. blocks, puzzles, kitchen for group and individual play

D. Community resources

1. Visits to the farm
2. Trips to the grocery store
3. Trips to playground to feed ducks, use equipment
4. Visiting restaurants for sodas and practice in good manners
5. Bus and other transportation

E. Group discussion

1. Explanation and demonstration of acceptable behavior and manners
2. Activities in classroom to bring out participation and responsibility

VII. Evaluation

A. Pupil

1. Demonstration of acquired skills
2. Showing others correct skills

B. Teacher

1. Observation of children
2. Anecdotatal records

VIII. Remarks

Social adjustment for these children is primarily on an individual level. Some of the children arrive with these skills, some take months or years to acquire. The main point that should be used at home and school is to work with the child at his level, attempting to raise it, and insisting that abilities learned should be continually used by the child, only aiding when an unusual situation presents itself.

CHAMPAIGN COMMUNITY SCHOOLS
Office of Special Services

I. Topic

Music

II. Importance of the Unit

Music for the trainable mentally handicapped is not used primarily for its aesthetic values, but as a training medium. As most children respond to music, it becomes an enjoyable and effective tool for teaching speech, social and physical growth, and basic academic skills.

III. Objectives

A. Knowledge

1. Learn to listen and follow directions
2. Learn to participate in the various musical activities
3. Learn better perception
4. Learn better motor co-ordination
5. Learn better speech patterns
6. Learn basic academic skills
   a. concepts
   b. colors
   c. numbers
   d. name
   e. parts of body
   f. articles of clothing
7. Learn self-expression
8. Learn to operate phonograph

B. Skills

1. Ability to listen to songs and records
2. Ability to participate in group singing
3. Ability to recognize many different songs
4. Perform appropriate finger movements of fingerplays
5. Ability to perform varied body rhythmic activities
6. Perform with varied rhythm instruments
7. Keeping time to music
8. Perceiving differences in sounds (i.e., loud, soft) and beats (i.e., fast, slow)
9. Participating in group activities with a fair degree of social adjustment.
10. Follows directions for rhythm activities
11. Completes simple circle games correctly
12. Completes simple square dances
13. Expresses self to music
14. Selects appropriate records for an activity.
15. Operates phonograph
16. Uses self-control

C. Attitudes

1. Appreciation of music as a form of entertainment and learning
2. Awareness of social obligations
3. To feel more independence in the home and school by correctly operating the phonograph

IV. Outline of Content and Activities

A. Listening and following directions

1. Establish and adjust to daily routine
   a. music after juice, (or associate with time-it's 11:00, time for music)
      (1) child must be physically led to music area
      (2) child can follow verbal direction "Go to the phonograph"
      (3) child assumes responsibility of taking chair to phonograph after juice
      (4) child can break routine with simple command ("go to the piano today")
2. Visual perception
   a. watching teacher
      (1) teacher gestures; children imitate
         (a) child's head may be physically directed toward teacher
         (b) motions may be used to catch and hold child's attention
         (c) verbal commands may be used to hold child's attention
      (2) teacher pantomimes animal motions; children guess which animal
         (a) walking like an elephant
         (b) gallopping like a horse
      (3) teacher pantomimes various actions, children guess what
         (a) rowing a boat
         (b) playing violin
         (c) skating
   b. watching other children perform
   c. identifying pictures
      (1) tell what picture is
      (2) tell what's happening
      (3) tell what people are doing
3. Auditory perception
   a. listen for noises
      (1) during rest - everyone lies quietly to see if they can hear an outdoor noise, and identify it
      (2) teacher makes noise like an animal, children guess which one
      (3) teacher makes noises of objects (train, airplane, baby, etc.); children guess what she is

(4) Listening for noise of wind, rain, birds, farm animals, etc.

b. listening for a certain noise, sound, or word on a record

c. perform to simple commands
   (1) answer, or show awareness, when name is spoken
   (2) "Come here"
   (3) "Sit down"

d. listen to records

e. do what action music "tells you to do"
   (1) "running" music
   (2) "elephants walking" music

4. Games
   a. Follow the leader
   b. What Am I?
   c. Simon-Says

5. Songs and singing games
   a. "Clap, clap, clap your hands; clap your hands together" (alternate - roll your hands, touch your knees, tap your feet, etc.)
   b. Farmer In the Dell"
   c. "Sally Saucer"
   d. Teacher sings commands - such as, Sit down, stand up, touch your toes, hands up high-low, etc.

B. Participation in various musical activities
   1. Kinds
      a. singing songs
      b. listening to records
      c. fingerplays
      d. singing games
      e. circle games
      f. simple square dances
      g. rhythm "band" (using instruments)
      h. rhythmc activities
      i. social dancing
   2. Degrees of participation
      a. child does not listen or participate
      b. child listens without any participation
      c. child listens and participates on a solitary level
         (1) may hum to himself
         (2) may clap hands, etc., but not in accordance to group directions
      d. child participates on parrallel level
         (1) may follow group directions, but for his own satisfaction
         (2) may join group, but not maintain group activities
      e. child shows desire to join group, but with little group participation
         (1) may sit with group, but be more interested in listening to or watching others
         (2) may join group, but be too hyperactive or distractible to carry out directions

f. child sings, participates, etc., only the songs or activities he is familiar with
g. child may participate in only one activity - such as singing, or fingerplays, but not rhythmic activities
h. child becomes enthused by motions or actions, and re-acts involuntarily
i. child becomes enthused, and acts voluntarily
j. child shows definite interest in learning new songs and/or activities
k. child participates for group benefit, and to contribute to the group activity

C. Perception

1. Learning appropriate rhythmic motions for an activity
   a. watching teacher
   b. watching other children
   c. following group directions given orally by teacher
   d. follows music
   e. follows directions given by records (either verbal or musical)
2. Musical clues
   a. beats
      (1) fast, slow
         (a) follow teacher-teacher and children clap hands, slowly with verbal command of "slow", then faster with verbal command of "fast" --alternately -- with walking, running, hitting rhythm instruments, etc.
         (b) comparisons
            1a turtles, rabbits ("Tortoise and the Hare" record) -Childcraft Records, No. 24)
            1b walking, running
            1c cars, trains
   b. sounds
      (1) loud, soft
         (a) teacher claps hands loudly, then softly - alternate with rhythm sticks, stamping feet, etc.
         (b) associate "soft" with words -- "quietly", "sh=h-h!"
         (c) comparisons
            (1) loud, soft music'
            (2) loud, soft tones of voice
            (3) rooster, baby chick
   c. action music -- running, tip-toeing, rolling, swinging, etc.

3. Playing games to increase visual and auditory perception
   a. With or without music
   b. Teacher sings and/or acts out things for child to do

D. Motor Coordination

1. Free play or motions to music
   a. record during free play periods
   b. un-directed movements during music period
      (1) child may ignore music, and talk, laugh, or carry-on conversation
      (2) child may listen quietly
      (3) child may sing, or hum
      (4) child may clap hands, tap feet, sway body, etc.
      (5) child may move about "dancing"
2. Rhythmic activities
   a. using gross muscles
      (1) running
      (2) hopping
      (3) jumping
      (4) skipping
      (5) stamp feet, or pound clay while singing about hammering
      (6) sway back and forth while singing about swinging
      (7) raise and lower arms while singing about teetering
      (8) rolling on floor
      (9) marching in a line or circle
      (10) clapping hands
   b. using finer muscles
      (1) open, shut fingers
         (a) "Open, Shut Them"
         (b) "Here Is The Church"
         (c) "Where Is Thumbman"
      (2) wiggle fingers
         (a) "Creep Them"
         (b) "Eensie-Weensie Spider"
      (3) Put pegs in peg board while listening to a record
      (4) fingerplays
      (5) bounce and catch rubber ball in time to music
3. Rhythm instruments
   a. instruments
      (1) drums
      (2) sand blocks
      (3) sticks
      (4) bells
      (5) tambarines
   b. hold instruments correctly
   c. play instruments
      (1) just for enjoyment of noise produced
      (2) in time to the music
   d. play instruments correctly
   e. allow free choise of instrument
4. Singing and circle games
   a. "Row Your Boat"
   b. "See-saw Margery Daw"
   c. "Looby-Loo"
   d. "Little Sally Saucer"
   e. "Farmer In the Dell"
   f. "Mulberry Bush"
   g. "Nick-Nack Paddy Wack"

h. "Pop! Goes the Weasel"
i. "Sally, Go Around the Moon"
j. "The Muffin Man"
k. "Musical Chairs"

5. Simple square dances
   a. "Going to Boston"
   b. "Skip to my Lou"
   c. "Shoo-fly"
   d. "Virginia Reel" (simplified)
   e. "Around the Village"

E. Speech

1. Nonsense songs
2. Fingerplays
3. Sinple nursery songs
4. Singing sounds used in speech, i.e.
   a. Ch sounds
      (1) playing with train toys
      (2) pretending to be trains
      (3) records and singing
         (a) "Train to the Zoo"
             (Children's Record Guild No. -CRG1001)
         (b) "Train to the Fram"
             (Children's Record Guild, No. CRG -1011)

F. Social development

1. Exercising self-control
   a. recognizing limits
   b. keeping quiet while directions are being given
   c. keeping hands to self
   d. refraining from bothering others during music activities
2. Choosing a partner
   a. bowing
   b. correct verbal usage
      (1) "May I have this dance?"
   c. choosing opposite sex
3. Being quiet so others may enjoy the activity
4. Taking turns in games and dances
5. Participating with teacher's guidance
6. Participating independently

G. Self-Expression

1. Singing with group
2. Singing independently
3. Use rhythm instruments for personal enjoyment
4. Improvising, or free-dancing to music
5. Play-acting to music (i.e., do what you think the music wants you to do)
6. "Amateur" hours (each child performs however he wishes)
7. Dramatization of nursery rhymes

H. Operating phonograph

1. Getting records for teacher
2. Placing records on turn-table
3. Removing cover
4. Removing arm when record is finished
5. Removing record, or turning record over
6. Placing needle at beginning of record
7. Un-plugging cord and replacing cover when finished
8. Caution in plugging and un-plugging cord and in handling records

I. Academics

1. Learning colors
   a. "Mary Wore A Red Dress" - change names, color article (I.e., "Steven Wore a Blue Shirt", etc.)
   b. "Baa, Baa Black Sheep"
   c. "Little Boy Blue"
2. Learning names
   a. "Mary Wore a Red Dress"
   b. Teachers can make up tunes and simple words to include the children's names
3. Counting
   a. "Ten Little Indians" - change to "Ten Little Boys", " Ten Little Girls", etc.
   b. "This Old Man"
   c. "L, 2, 3 Fun" (RCA - No. BY-32)
   d. Finger plays
   e. Square dancing
4. Concepts
   a. up - down
      (1) "See-saw Margery Daw"
      (2) Swinging"
   b. left-right
      (1) "Did you ever see a Lassie"
      (2) "Looby Loo"
      (3) "Simon Says"
   c. in-out
      (1) "Around the Village"
      (2) "London Bridge"
   d. open-shut
      (1) "Open Shut Them"
      (2) "Snowball" ("Winter Fun", Young Peoples Records - No YPR-718)
   e. on-off
      (1) Sing comands - put your hands on your head
   f. front-back
      (1) Simple square dances
      (2) Walking backwards
5. Identifying animals
   a. play-acting
   b. looking at pictures of animals, while listening to appropriate record
   c. records and rhythm activities
      (1) "Train to the Zoo"
      (2) "Train to the Farm"
      (3) "Animal Fair" (Columbia Records - MJV-59)

d. Singing songs and games
(1) "Old McDonald"
(2) "Baa Baa Black Sheep"
(3) "Barnyard Song" (children sing chorus)
(4) "Pop! Goes The Weasel"
(5) "Farmer In the Dell"
(6) "Cock-a-Doodle-Doo"
(7) "Oh Where, O Where"
(8) "The Bear Went Over The Mountain"

6. Holidays
   a. Rythm activities pertaining to seasons and/or holidays
   b. Songs about holidays
7. Identifing parts of body
8. Identification of articles of clothing

V. Sources of Information

A. Teachers Bibliography

1. Illinois Curriculum Guide for Teachers of T.M.H. Children
2. "The Mentally Retarded Child" - Natalie Perry' (1960, Columbia University Press)
3. "Songs to Grow On", Beatrice Landick (1950, Wm. Sloane Associates, Inc.)
4. "Songs For the Nursery School" - Laura MacCarteney (1950, Willis Music Co.)
5. "Articulation and Activity Songs" - John A. Harvey (1954, Paxton and Co., London)

B. Sensory Aids

1. Records
   a. "The Little Puppet" (Children's Record Guild)
   b. "Real Train Sounds" (Childcraft Records-MC57)
   c. "1, 2, 3, Fun" - (RCA - B4-32)
   d. "My Playful Scarf" (Children's Record Guild No. -CRG 1019)
   e. "Skittery Skattery" (Children's Record Guild No. CRG - 1005)
   f. "Nothing To Do" (Children's Record Guild No. CRG-1012)
   g. "Sunday In the Park" Children's Record Guild No. RG - 1010)
   h. "Drummer Boy" (Children's Record Guild No. RG 1015)
   i. "Building A City" (Young People's Records - YPR -711)
   j. "Little Indian Drum (Young People's Records - YPR)
   k. "Out-of-Doors" (Young People's Records-YPR-724)
   l. "Rainy Day" (Young People's Records - YPR-712)
   m. "Great Big Parade (Allegro Records - No. 25)
   n. "Play-Along-Songs" (Caravan Records - C15)
2. Rhythm instruments
3. Record albums (with pictures)
4. Records (popular songs) that the children bring
5. Radio

C. Community resources

1. Public playgrounds
2. University farms
3. Volunteer workers

VII. Evaluation

A. Teacher

1. Observation
2. Anacdotal reports
3. Progress reports

B. Pupil

1. Performance
2. Interest
3. Carry over into home

VIII. Remarks

CHAMPAIGN COMMUNITY SCHOOLS
Office of Special Services

I. Topic

Arts and Crafts

II. Importance of the Unit

Arts and crafts have the utmost importance to T.M.H. children in helping them to develop better motor co-ordination and visual perception. They have an aesthetic value in that T.M.H. children receive the same personal satisfaction from their artistic attempts as do any other children. They also serve a very definite use as training for possible workshop placement, or for activities that could be practiced in the home for personal satisfaction in later years.

III. Objectives

A. Knowledge

1. Learn how to use materials properly
2. Learn verbal concepts that apply to arts and craft work
3. Learn various basic skills that can be applied to later projects
4. Learn correct social behavior in a work-like atmosphere
5. Learn correct safety precautions while working
6. Learn clean-up proceedures
7. Learn proper work habits that would help attain workshop placement

B. Skills

1. Develop better gross-muscle usage
2. Develop better finer-muscle usage
3. Ability to work with others to complete a group project, or attain a joint objective
4. Ability to master various arts and craft techniques
5. Ability to do neat and dependable work
6. Ability to express themselves through an art media
7. Ability to work with little, or no, direct supervision
8. Ability to apply one skill to the next level of development
9. Develop better visual perception
10. Develop better eye-hand coordination

C. Attitudes

1. Need for self-satisfaction that comes from creating.
2. Need for contributing to a group
3. Understand the value of correct work and behavior habits
4. Personal awareness of achievement

IV. Outline of Content

A. Using materials correctly

1. Applying correct method of handling
2. Taking care of materials
   a. prevention of waste or harm
   b. replacing materials correctly when finished
      (1) washing paint brushes
      (2) closing paint and paste jars to avoid drying or spilling

B. Verbal concepts necessary for completion of art and/or craft projects
1. In-out
2. Over-under
3. Big-little
4. Up-Down
5. Off-on
6. Top-bottom
7. Front-back
8. Same-different

C. Social behavior in connection with arts and crafts

1. To be as un-distractable to others as possible
2. "Time to work, and time to play"
3. Respect of the others work and property
4. Neatness in appearance as well as work
   a. good grooming
      (1) clean hands and face
      (2) care of nose
      (3) combing hair
   b. good health habits
      (1) covering mouth when sneezing and coughing
      (2) throwing away soiled kleenex

D. Correct safety precautions

1. Keeping brushes and pencils away from eyes
2. Laying pointed objects down before gesturing
3. Keeping arts and crafts materials out of mouth
4. Using caution in working with hammers, saws, needles, etc.
5. Keeping eyes on the job
6. No playing while working

E. Clean-up procedures

1. Understanding reasons for cleaning
   a. room appearance
   b. physical comfort
   c. danger of accidents
      (1) to person
      (2) to project or materials
2. Washing tables, sinks, brushes
3. "A place for everything, everything in its place"
      (1) time saving
      (2) lost articles
4. Closing lids on materials such as paints, paste, turpintine, shellac, etc.
5. Discarding scraps
6. Hanging up paint shirts - soiled ones in dirty clothes bag

F. Proper work habits

1. Listening to instructions
2. Following instructions
3. Completing a task
4. Starting work without being told
5. Asking for help when needed
6. Putting materials away independently
7. Not bothering others when they are working
8. Able to work in a social setting and still accomplish task

G. Activities to improve motor-coordination

1. Gross Muscles
   a. Finger-painting
   b. Easel painting with large brush
   c. Coloring with large crayons
   d. Rolling on pounding clay
   e. Stringing large beads
   f. Pasting - large areas
   g. String and paint designs
   h. Colored chalk drawings on blackboard
   i. Hammering
   j. Squeezing shut paper punch
   k. Saw board in half

2. Small muscles
   a. Cutting
   b. Lacing (on cardboard or leather craft)
   c. Sewing
   d. Weaving
   e. Stringing small beads
   f. Reed projects - baskets, etc.
   g. Stenciling
   h. Folding paper
   i. Holding nail to be hammered
   j. Placing pegs in pegboard

H. Improvement of visual perception

1. Recognition of colors
2. Recognition of parts of a whole
   a. A man has a head, a body, two arms, etc.
   b. A house has a door, windows, etc.

3. Keeping paint, etc., on the paper
4. Stringing beads by following a color pattern

I. Activities for Improvement of Hand-eye Coordination

1. Cutting on a line - solid, dotted
2. Staying inside a given area when coloring
3. Over and under proper place for weaving
4. Following guides-lines for sewing
5. Tracing on a line
6. Lacing

V. Sources of Information

A. Teachers

1. "Illinois State Curriculum Guide for TMH", Department of Education, Springfield, Illinois
2. "Teaching the Mentally Retarded Child, " Natalie Perry, Columbia University Press, 1960.
3. Craft and Art Catalogues from various companies

VI. Activities

Peg boards, stringing beads, pounding clay, free-expression coloring, and other acticities such as these are used to build basic skills for the more difficult arts and crafts

A. Coloring

1. Full-expression
2. Structured (or titled)
3. "Scribble" drawings
4. Crayon "scratch" designs
5. Batik crayon designs on cloth
6. Melted crayon designs - by iron or in oven
7. Coloring stencils

B. Painting

1. Finger painting
2. Easel painting
3. Sponge, spool painting
4. Painting objects
   a. branches
   b. bird houses
   c. coffee cans
5. String painting
6. Mix primary colors to obtain secondary colors
7. Stick and/or potato block printing
8. Hand and/or foot prints

C. Cutting

1. Shapes
   a. circles
   b. squares
   c. triangles
2. Material for place mats
3. Following lines - dotted or solid
4. Cork coasters
5. Fringing

D. Folding

1. Wash cloths
2. Towels
3. Paper - ½'s and 1/3rd's
4. Napkins - rectangle and triangle
5. Soldier's hat
6. Wrapping presents

E. Beads

1. Large beads, no design
2. Small beads, no design
3. Small beads - alternate colors or designs
4. Necklaces and bracelets

F. Crafts

1. Lacing (pre-punched)
   a. billfolds
   b. comb cases
   c. key and coin cases

2. Weaving
   a. paper
   b. loopers
   c. reed
      (1) baskets
      (2) napkin holders

3. Ceramic tile
   a. ash trays
   b. candy dishes
   c. hot plates

4. Clay
   a. beads for stringing
   b. ash trays
   c. coasters

5. Felt activities
   a. cosmetic cases
   b. change purses
   c. eye-glass cases

6. Marble ("cat-eye") activities
   a. hot plates
   b. paper weights
   c. ash trays

7. Wood working activities
   a. book ends
   b. bird houses
   c. sawing
   d. sawing on angles with angle board
   e. sanding

8. Sewing
    a. paper sewing - free design
    b. simple running stitch
    c. place mats
    d. 2-hole buttons

9. Styro-foam activities
    a. Christmas decorations
    b. Easter decorations
    c. Other holiday decorations

G. Paper activities

1. Paper chains
2. Paper mosaic
3. Paper designs for holidays
    a. hearts
    b. pumpkins
    c. Christmas trees
    d. snowflakes

VII. Remarks

## Appendix A

I. Field Trips

II. Importance of trips: As the trainable child lacks the ability to transfer any type learning easily, concrete experiences give him the necessary environment in which to apply any information presented to him. An excursion of any degree gives him an opportunity to use the skills he may have, or those the teacher wishes to reinforce, as well as additional information about his world. Of equal importance is the contribution to public relations. Not only are the children exposed to their community, but their community is exposed to them. Teachers will find themselves answering many questions about the trainable child, the school program, and about mental retardation in general, on most field trips.

III. Suggested Field Trips

A. For Fall

1. Grocery stores
2. Public parks
3. U. of I. Natural History Museum
4. U. of I. Experimental Flower Garden
5. President Henry's Formal Gardens
6. U. of I. Green House
7. Visit to Santa Claus's house
8. Eisner's bakery
9. Robeson's department store
10. U. of I. air port
11. Champaign train depot
12. Resturants
13. Laundro-mats

B. For Spring

1. Public parks to feed ducks
2. Country Fair Easter Bunny house
3. University farms: sheep, swine, dairy, cattle
4. Swimming
5. Fire station
6. Police station
7. Picnics
8. U. of I. Assembly Hall
9. Pet shop

C. Preparatory activities

A. Teacher

1. Calling for time and date
2. Arranging transportation
   a. U. of I. bus
   b. Parents
   c. Student-aides and/or teachers
   d. Volunteers from community

3. Discussion with children
    a. Basic self care rules
        (1) Wash hands and face
        (2) Comb hair
        (3) Arrange clothing
            (a) Button shirts and blouses
            (b) Fix hanging slips
            (c) Tie and/or buckle shoes
        (4) Clean fingernails
    b. Basic social manners
        (1) Say thank you, please, you're welcome, excuse me
        (2) Up and down stairs with alternate feet
        (3) Voices quiet
        (4) No playing, pushing, bothering others
        (5) Cover mouth when sneezing and/or coughing
        (6) Using kleenex when needed
        (7) Keeping hands to self; not touching anything
    c. Basic safety rules
        (1) To and from visitation point
        (2) According to site visited
        (3) "Reading" signs - in, out, push, pull, danger, keep out, stop, walk, go

B. Pupil activities

1. Play activities
    a. Pushing "cart" (old baby buggy, doll carrage, wagon) between rows of chairs.
    b. Taking <u>top</u> can of stacks without disturbing the rest - use play milk bottles, milk cartons, large beads
    c. "Swimming" on blocks and pillows
    d. Water play - table, small wading pool, or sprinkler
    e. Playing house
    f. Play with toy animals - farm and zoo
    g. Listening to records

2. Actual preparation
    a. Personal grooming
    b. Popping corn to feed ducks
    c. Breaking stale bread pieces to feed ducks
    d. Undressing and putting on swim suits
    e. Doning suitable clothing for weather
    f. Gathering dirty clothes
    g. Fixing sandwiches for a picnic
    h. Planning a menu

D. Reasons for Excursion

1. To learn correct behavior at various establishments
2. To apply skills already learned
3. To reinforce skills learned
4. To become familiar with the community
5. To expose sheltered children to as many various experiences as possible
6. To become familiar with community helpers
7. To expose the children and various people of the community to each other

## Appendix B

**Sample of skills necessary to be able to wipe up spills with a sponge**

1. Ability to listen to directions
2. Ability to follow directions
3. Knowledge and identification of the object (sponge)
4. Ability to recognize need for sponge
5. Ability to turn on and off water tap
6. Ability to regulate water flow from tap
7. Ability to recognize hot, cold, and warm
8. Ability to regulate water temperature
9. Ability to squeeze excess water from sponge to damp state
10. Ability to hold sponge correctly
11. Ability to guide sponge over spill area
12. Ability to observe absorbing powers of a sponge
13. Ability to judge amount of spill sponge will absorb
14. Ability to get sponge back to sink without dripping
15. Ability to rinse sponge clean and remove excess water
16. Ability to realize when job is completed
17. Ability to accomplish task without being distracted
18. Ability to accomplish task with supervision
19. Eventual ability to accomplish task independently

## Appendix C

Sample daily schedule

| | |
|---|---|
| 8:45 - 9:00 | Arrival<br>Remove and store wraps<br>Free play until everyone is ready |
| 9:00 - 9:25 | Sharing time<br>Name, addresses, phone numbers<br>Special announcements |
| 9:25 - 9:30 | Change names on work chart<br>Discuss daily chores |
| 9:30 - 10:15 | Language development<br>Matching |
| 10:15 - 10:30 | Prepare juice and crackers<br>Toileting |
| 10:30 - 10:45 | Juice time |
| 10:45 - 11:10 | Play time |
| 11:10 - 11:30 | Music activities |
| 11:30 - 12:30 | Lunch preparation<br>Lunch time |
| 12:30 - 1:00 | Clean up - self-care activities |
| 1:00 - 1:30 | Rest and individual instruction |
| 1:30 - 1:45 | Free play |
| 1:45 - 2:10 | Arts and crafts |
| 2:10 - 2:25 | Economic usefulness |
| 2:25 - 2:30 | Dismissal |

# PROGRESS REPORT ON TRAINABLE CHILDREN

Name_____ Age_____ Date_____

1. Have there been any changes in the health status of the child during the year? (Health examination, medication, seizures, illnesses, growth changes, weight changes, etc.)

2. Have hearing and vision been checked? By whom?
   When?

   Results:

3. Has school attendance been regular?

4. Has this case had any special services?

5. What changes, if any, have been noted in the parent's attitude?

6. Have there been any significant changes within the family?

7. What changes have taken place:
In socialization

In self-care

In economic usefulness

In language development

In motor coordination

8. Do you think the child is ready for academic work?

9. How does the child's progress compare with that of the group as a whole?

10. Has the child presented any specific problem?

11. Do you think the child is trainable? Educable?

12. What do you think are the child's greatest needs?

Additional Comments:

_____

Teacher

Appendix E

## SAMPLE INITIAL CONFERENCE RECORD

Date_____

Name_____Birthdate_____Tel._____

Address_____Birthplace_____Sex_____

In case of emergency, call_____Tel._____

Father's name (own, step, foster)_____Occupation_____

Birthplace_____Education:elem._____High school_____
College_____

Mother's name (own, step, foster)_____Occupation_____

Birthplace_____Education: elem._____High school_____
College_____

Siblings (name and dirthdate:

Other persons living in home_____

Family physician_____Tel._____

Psychological Tests:

| Name | Date | Results |
|---|---|---|

### Medical Record

When was child last examined by physician?_____

Innoculations: vaccination___Schick test___whooping cough_____diphtheria_____

Toxin_____antitoxin_____tetanus_____

Childhood diseases:

Operations:

Physical disabilities:

Growth:

Pregnancy_____

Delivery: normal_____instruments_____

Breast fed?_____Bottle fed?_____Age at weaning_____

reactions to weaning_____

When did he begin to walk?_____

When did he begin to talk?_____

I. Social and Emotional Growth

1. Are there any difficulties which the child has at home on which you would like help, such as sleeping, eating, bedwetting, nail-biting, speech, sex, jealousy, fears, discipline?_____

_____

2. How are his fears treated at home?_____

_____

3. How is he punished at home?_____

4. Do any of the child's siblings have physical or behavior difficulties?_____

_____

II. Play

Who does he play with?_____

Where does he play?_____

What are his favorite playthings?_____

Does he tend to lead or follow his playfellows?_____

III. Eating

Allergies_____

Food dislikes_____

How does he react?_____

How is the situation handled at home?_____

Independent in eating situation?_____

Uses fork_____spoon_____bib_____

IV. Sleeping

What time is he in bed?_____How many hours does he sleep_____

Does he sleep in room by himself?_____with others?_____

Does he sleep in bed by himself?_____share bed?_____

Is he easily disturbed by noises, etc.?_____

Does he nap at home?_____For how long a period?_____

V. Elimination

Does he take responsibility for asking to go to toilet?_____

Does he help himself?_____

Urination times_____Defecation_____

Does he use special words to designate his toilet needs?_____

# PARENT CONFERENCE RECORD

Child_____School_____Teacher_____

Date:
Present:
Notes:

Date:
Present:
Notes:

Date:
Present:
Notes: